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ABSTRACT

This book examines intelligence assessment among ethnic minority children. Part 1, "Foundations," includes: (1) "Historical Issues" (e.g., emergence of intelligence testing in Europe and ideology of the intelligence testing movement); and (2) "Multicultural Perspective of Intelligence: Theory and Measurement Issues" (e.g., group differences in intelligence and cultural perspectives). Part 2, "Performance Factors," includes (3) "Socioeconomic Status" (e.g., the meaning and measurement of socioeconomic status and research findings); (4) "Home Environment" (e.g.; early research and origins and influence of the Chicago School of Family Environmental Research); (5) "Test Bias" (e.g.; cultural loading and cultural bias); and (6) "Heredity" (e.g.; issues in human behavioral genetics and going beyond the nature-nurture debate). Part 3, "Assessment Issues," includes: (7) "Race/Ethnicity, Intelligence, and Special Education" (e.g., the role of intelligence tests in defining handicapping conditions and defining mental retardation and learning disabilities); (8) "Gifted Minority Students" (e.g., gifted African American, Latino, Asian/Pacific Islander, and American Indian students); (9) "A Multicultural Review of Cognitive Ability Instruments" (e.g., areas assessed by current cognitive strategies and current test development strategies); and (10) "Future Directions and Best-Case Practices: Toward Nondiscriminatory Assessment." (Contains approximately 1,040 references.) (SM)

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